

WESTMINSTER ELEMENTARY

206 Hamilton Dr.
Westminster, South Carolina 29693

GRADES K-5 Elementary School

ENROLLMENT 459 Students

PRINCIPAL N. Michael McLeod 864-647-3056

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2 | 44 | 46 | 3 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Below Average | N/A |
| 2002 | Good | Average | N/A |
| 2003 | Good | Below Average | No |
| 2004 | Good | Below Average | Yes |

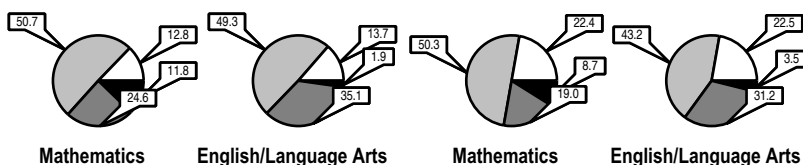
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 232 | 99.6 | 13.3 | 49.5 | 35.2 | 1.9 | 51.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 111 | 99.1 | 15.7 | 50.0 | 34.3 | 0.0 | 47.1 | | |
| Female | 121 | 100.0 | 11.1 | 49.1 | 36.1 | 3.7 | 55.6 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 214 | 99.5 | 12.9 | 47.9 | 38.1 | 1.0 | 52.1 | Yes | Yes |
| African-American | 13 | 100.0 | 18.2 | 72.7 | 0.0 | 9.1 | 36.4 | I/S | I/S |
| Asian/Pacific Islanders | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 187 | 100.0 | 11.6 | 48.3 | 37.8 | 2.3 | 58.7 | | |
| Disabled | 45 | 97.8 | 21.1 | 55.3 | 23.7 | 0.0 | 18.4 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 232 | 99.6 | 13.3 | 49.5 | 35.2 | 1.9 | 51.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 231 | 99.6 | 12.9 | 49.8 | 35.4 | 1.9 | 51.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 150 | 99.3 | 16.4 | 50.0 | 32.0 | 1.6 | 43.0 | Yes | Yes |
| Full-pay meals | 82 | 100.0 | 8.5 | 48.8 | 40.2 | 2.4 | 64.6 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 232 | 99.6 | 12.4 | 51.0 | 24.8 | 11.9 | 51.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 111 | 99.1 | 10.8 | 48.0 | 29.4 | 11.8 | 56.9 | | |
| Female | 121 | 100.0 | 13.9 | 53.7 | 20.4 | 12.0 | 45.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 214 | 99.5 | 11.9 | 50.0 | 25.3 | 12.9 | 51.5 | Yes | Yes |
| African-American | 13 | 100.0 | 27.3 | 63.6 | 9.1 | 0.0 | 36.4 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 187 | 100.0 | 11.0 | 47.1 | 27.9 | 14.0 | 57.0 | | |
| Disabled | 45 | 97.8 | 18.4 | 68.4 | 10.5 | 2.6 | 23.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 232 | 99.6 | 12.4 | 51.0 | 24.8 | 11.9 | 51.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 231 | 99.6 | 12.4 | 50.7 | 24.9 | 12.0 | 50.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 150 | 99.3 | 14.8 | 57.0 | 21.1 | 7.0 | 43.0 | Yes | Yes |
| Full-pay meals | 82 | 100.0 | 8.5 | 41.5 | 30.5 | 19.5 | 63.4 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 78 | 100.0 | 9.9 | 52.1 | 32.4 | 5.6 | 38.0 |
| | Grade 4 | 82 | 100.0 | 16.5 | 51.9 | 30.4 | 1.3 | 31.6 |
| | Grade 5 | 84 | 100.0 | 19.7 | 59.2 | 21.1 | N/A | 21.1 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 74 | 100.0 | 9.0 | 56.7 | 29.9 | 4.5 | 34.3 |
| | Grade 4 | 74 | 100.0 | 13.7 | 50.7 | 35.6 | N/A | 35.6 |
| | Grade 5 | 84 | 98.8 | 18.2 | 55.8 | 24.7 | 1.3 | 26.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 78 | 100.0 | 8.5 | 66.2 | 18.3 | 7.0 | 25.4 |
| | Grade 4 | 82 | 100.0 | 14.1 | 50.0 | 20.5 | 15.4 | 35.9 |
| | Grade 5 | 84 | 100.0 | 9.2 | 48.7 | 34.2 | 7.9 | 42.1 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 74 | 100.0 | 19.4 | 64.2 | 14.9 | 1.5 | 16.4 |
| | Grade 4 | 74 | 100.0 | 11.0 | 45.2 | 26.0 | 17.8 | 43.8 |
| | Grade 5 | 84 | 98.8 | 11.7 | 46.8 | 27.3 | 14.3 | 41.6 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 459) | | | | |
| First graders who attended full-day kindergarten | 95.8% | N/C | 100.0% | 100.0% |
| Retention rate | 3.4% | Down from 5.8% | 3.1% | 2.7% |
| Attendance rate | 96.1% | Up from 95.7% | 96.2% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 15.6% | | 5.1% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 14.3% | | 3.7% | 3.5% |
| Eligible for gifted and talented | 17.2% | Up from 16.5% | 12.6% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 11.1% | Down from 12.0% | 9.3% | 8.2% |
| Older than usual for grade | 1.1% | Down from 1.5% | 1.2% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.9% | Down from 1.1% | 0.0% | 0.0% |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Teachers (n= 37) | | | | |
| Teachers with advanced degrees | 51.4% | Up from 39.5% | 50.0% | 51.4% |
| Continuing contract teachers | 83.8% | Down from 84.2% | 88.6% | 87.5% |
| Highly qualified teachers** | 97.0% | N/A | 95.6% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 86.5% | Up from 86.2% | 86.5% | 86.7% |
| Teacher attendance rate | 94.3% | Up from 94.2% | 94.5% | 94.9% |
| Average teacher salary | \$39,182 | Up 2.8% | \$40,172 | \$40,760 |
| Prof. development days/teacher | 14.4 days | Up from 11.8 days | 12.7 days | 12.4 days |

| | | | | |
|---|-----------|---------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | N/R | N/R | 18.9 to 1 | 18.9 to 1 |
| Prime instructional time | 88.8% | Up from 88.4% | 89.4% | 90.0% |
| Dollars spent per pupil* | \$6,719 | Up 7.6% | \$5,782 | \$6,044 |
| Percent of expenditures for teacher salaries* | 65.4% | Up from 56.8% | 66.0% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.2% | Up from 99.0% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 91.0% | 92.0% |
| Highly qualified teachers in high poverty schools** | N/A | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Westminster Elementary is a rural school nestled at the base of the Blue Ridge Mountains and is surrounded by beautiful lakes and recreational opportunities. We are fortunate to have incredible support from our community, business partners, parents, and volunteers. Our school and its talented faculty and staff has been recognized as one of South Carolinas "Red Carpet" schools. As well, WES has been honored with the "Flagship School of Promise Award", "Exemplary Writing Award", SC "Closing the Gap Award", "Schoolyard Habitat Stewards Award", National Web Page "Masters Award", and a Semi-Finalist in the "Palmetto's Finest" competition.

We are a Title I school with an enrollment of 510 students and a free and reduced lunch count of 69%. Our school has established itself as a warm and inviting school. We live by our mission statement and all embrace one common theme, "Children Come First." We recognize our responsibility to motivate the learner and become experts in the understanding of how children learn. Our staff is active in studying the latest research and seeks to apply the best practices in teaching children. The collaborative efforts and cooperative spirit among the staff has helped direct our focus in teaching the state standards and, as well, helped better meet the needs of all of our students.

Our ultimate goal is to help children find enjoyment in the process of learning. Students at WES are engaged in their day to day learning activities. Drama, music, field trips, Fine Arts and Career Day, special speakers, Read Across America and Young Authors Week are just a few examples of how learning comes alive. Our two computer labs and USEV portable computer lab are equipped with the latest math and reading software to challenge all levels of learners. A student directed, live morning broadcast begins our day. In addition to the introduction of the math problem of the day, personal responsibility and positive character are emphasized through the reciting of the school motto and pledges on the broadcast. Students are given a variety of opportunities to use their gifts and serve in leadership roles at each grade level. Service learning is a valuable part of their school experiences.

I am proud of the work ethic of our students, teachers and staff. Our School Improvement Council and Parent Volunteer Organizations have been invaluable contributions to this school. We will continue to use feedback from our stakeholders, as well as, new assessment tools and data to gain insights into providing an even more effective environment for learning. Our students will be ready to meet the challenges of 2004-2005.

Submitted by N. Michael McLeod

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 71 | 38 |
| Percent satisfied with learning environment | 100.0% | 90.0% | 94.7% |
| Percent satisfied with social and physical environment | 100.0% | 85.9% | 97.3% |
| Percent satisfied with home-school relations | 89.3% | 81.7% | 81.1% |

*Only students at the highest elementary school grade level at this school and their parents were included.